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ABSTRACT

The proposed 3-year project described in this paper would focus on the improvement of library service in colleges of education in the state of Karnataka through collection building. While staff, service, and budget problems are also cited, this project would emphasize the formulation of standards for collections and the development of a cooperative acquisition program. The first step in this process would be the compilation of a master want list by a committee representing the universities, colleges of education, library educators, and professional associations. The basic list of 10,000 book titles would be reviewed by subject specialists before being submitted to college of education libraries, where librarians, in consultation with faculty and students, would indicate the 5,000 titles they would like to have. Consolidated orders for the titles selected would be prepared by the project center, where items would also be cataloged before being sent to individual libraries. It is recommended that the institutions concerned jointly approach the Ministry of Education for the state and the University Grants Commission of India and request a one time grant to cover the total cost of such a project. (JEG)

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BOOKS FOR COLLEGES OF EDUCATION LIBRARIES PROJECT

Karnataka, India

(A Co-operative Acquisition Plan)

by

K. Setty Umapathy

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The State of Karnataka came into being on November 1, 1956 in accordance with the recommendations of the State Reorganization Commission of the Government of India. It has an area of 191,733 square kilometers and a population of 29 299 014, with a density of 153 persons per square kilometer.[1] It occupies a central position in the southren part of the Indian Peninsula. The state consists of nineteen districts organized into four Divisions for administrative purposes. It brings together a majority of Kannada speaking people into one administrative unit of the Indian Union. 'Karnataka' literally means 'the land of the Kannada speaking people.' The literacy rate in the state is 31.52 %.[2]

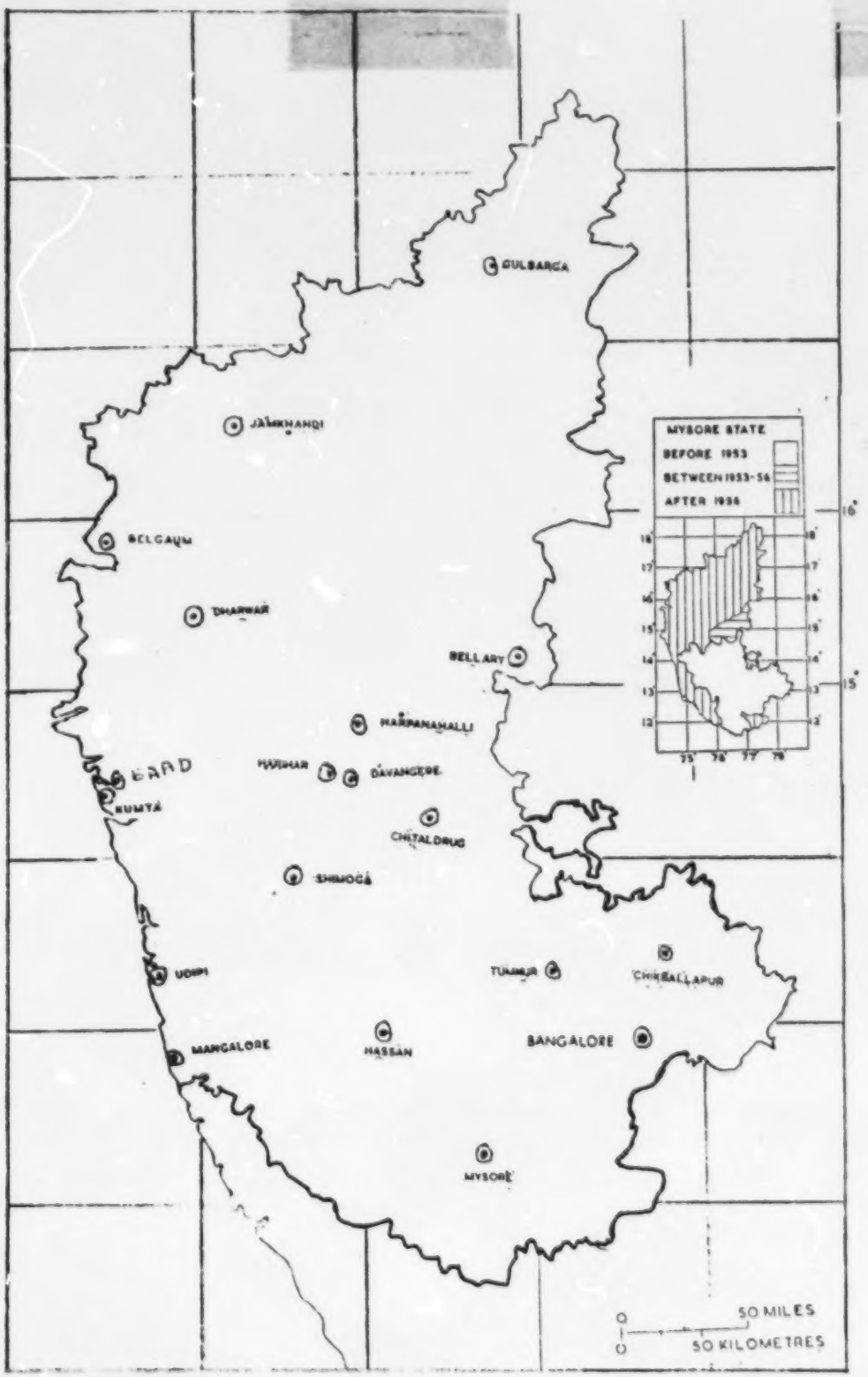
COLLEGES OF EDUCATION

Colleges of Education in the state of Karnataka offer a one year graduate program leading to Bachelor's degree in Education. The Mysore University instituted the first degree program in 1925 and the Government of Karnataka established a separate college of education with an attached practising school in 1947. Colleges of education in the state are the only source of trained graduate teachers for over 2,200 secondary schools in the state enrolling over 600,000 students.[3] Expansion of secondary education in the state during the last decade has created a shortage of graduate trained teachers. Further, the pay scales of secondary school teachers have been upgraded and appear attractive enough for many graduates who now consider entering teaching profession. These reasons have created a great demand for teacher education. Several colleges of education have come into being since 1970. Currently, there are thirty colleges of education in the state. (Figure 1 and Appendix A) The majority of these colleges are under private management and enroll less than 125 students. The present size of the colleges is an important factor that militates against their improvement.

The colleges of education in the state are under the academic control of an university and are affiliated with one of the three general universities: Bangalore, Karnatak, and Mysore depending on their geographic location. Affiliation signifies a relation between a college and an university. The universities oversee the functioning of the affiliated colleges to make sure of the observance of the prescribed ground rules. It is the most potent force in the hands of universities in Karnataka or elsewhere in India, which determines the norms of academic life. No college is eligible to get finacial assistance from the Government or the University Grants Commission of India if it is affiliated with an university. No college can survive without it. No college can grant degrees independent of an university. Hence, affiliation rules can play an important role in introducing reform of any kind in the field of university education if designed and used consciously. The rules for granting affiliation to the colleges of education by the universities in the state play an important role in determining their state of affairs and directly affect the colleges and their libraries.

Figure 1

LOCATION OF COLLEGES OF EDUCATION IN
THE STATE OF KARNATAKA, INDIA



COLLEGES OF EDUCATION LIBRARIES

All Colleges of Education in Karnataka have a library. Their primay objective is 'to promote educational goals of the college.' They also hope 'to provide for recreational reading' and 'to inculcate and promote reading habits of students.' These expressed objectives are worthy ones and are in the realm of possible achivement. The principals and librarians of the colleges consider the library an essential part of the colleges.

However, in reality the college of education libraries in Karnataka are in poor shape. Fifty per cent of them have a total collection which is less than 5,000 volumes although India alone produces more than 5,000 books per year in social sciences. Ten colleges of education libraries have less than 3,000 volumes in Education. A similar number have less than 3,000 volumes in English language although the medium of instruction is English. (see Table 1)

TABLE 1

Colleges of Education Libraries: Book Collection

number	no. of libraries vols in Education	no. of libraries vols in English	no of libraries total no of vols
less than 1,000	3	7	4
1,000 - 1,999	6	2	2
2,000 - 2,999	1	1	2
3,000 - 3,999	4	4	2
4,000 - 4,999	4	3	2
5,000 - 5,999	2	1	2
6,000 - 6,999	1	1	2
7,000 - 7,999	0	0	2
8,000 - 8,999	0	0	0
9,000 - 9,999	0	1	0
10,000 and over	2	3	6
	23	23	24

(Source: K. Setty Umapathy. 'Teachers College Libraries in the state of Karnataka, India', Annals of Library Science and Documentation, September 1975. pp.109-110)

Fifty per cent of Colleges of Education libraries have less than 3,00 volumes in their reference collection. Many of the volumes may not be reference books in the strict sense of the term. Text books in demand are often treated as reference books. Secondary School textbooks form an important part of the book collection of a college of education library. The students of the college need

to become familiar with the seconday school texts. They will have to use them in their lesson planning. Four colleges of education libraries do not have any any secondary school textbooks. As many as eleven college libraries have less than 200 volumes in their secondary school text book collection. (see Table 2)

TABLE 2
Colleges of Education Libraries:
Reference and Secondary School Text Book Collection

number	no. of libraries	no. of libraries
	no. of reference volumes	no. of sec. school textbooks
less than 100	3	5
100 - 199	4	6
200 - 299	3	1
300 - 399	3	1
400 - 499	2	2
500 - 599	3	1
600 - 699	1	1
700 - 799	0	0
800 - 899	0	0
900 - 999	1	0
1,000 and over	1	3
total	21	20

(Source: K. Setty Umapathy. 'Teachers College Libraries in the State of Karnataka, India', Annals of Library Science and Documentation, September 1975, pp.110-111)

One third of the colleges subscribe to less than twenty periodical titles of which less than ten are in Education although more than 45 titles, including abstracting and indexing journals are published in India alone according to ULRICH'S INTERNATIONAL PERIODICALS DIRECTORY, 16th edition, 1975-76. Most of the college libraries do not subscribe to any indexing or abstracting journal. A majority of them have a book catalog which is not uptodate and even this is not avaialble for student use. Several of them are managed by clerks with neither college or professional education. Their pay scales are low. Many of them have no support staff and are one person libraries. Many of them do not provide any service other than lending books. Some of them occupy less than 500 square feet space inadequate even to house the collection let alone providing space for patrons. Several of them have an annual budget of Rs. 3,000/- which is inadequate.(Rs. 8.75 = 1 $) The college of education libraries in the state are poor in their collection, poor in staff, poor in services, do not have congenial quarters and their budgets are most minimal.

There are various reasons for the present state of affairs of college of education libraries. An important reason is the absence of a set of standards which could guide and shape the policies and functions of these institutions. Lack of positive guidelines in the affilication rules of the universities in the state has precipitated the present situation. Bangalore University does not even mention the word 'library' in the various prerequisites it wants a college of education to fulfill before it is admitted to 'the privileges of the university' ie, granted affiliation. Students and teachers of various academic institutions in the area are not exposed to good library service; therefore, they do not demand anything better than what they have. Being unaware of the potential use of the library, they are complacent.

The author collected information regarding the current status of colleges of education libraries in Karnataka, visited several colleges and their libraries and interviewed principals, faculty heads, librarians and students. He invited suggestions for formulating standards from twentyfive persons including librarins, library educators, professors of education, administrators of colleges of education and teacher educators. Taking into consideration the objectives of these colleges libraries as identified by the principals and librarians of the colleges; the suggestions of experts in the field, and the existing Indian standards, the author has developed a set of standards for colleges of education libraries in Karnataka. The standards cover: objectives of the library, collection, organization of materials, staff, sevices, facilities, administration, and budget. Section 1 of the standard concerning collection is given below:[4]

> The college of education library shall have a basic collection of 10,000 volumes of which 4,000 volumes shall be in humanities education, covering the various courses taught in hte the college; 4,000 volumes shall be in humanities, science and technology as well as in social sciences excluding education; 1,000 volumes covering childrens and young adult literature; 750 secondary school text books and a reference collection of a minimum of 250 volumes with emphasis on resources in education.

The proposed standards when implemented will certainly improve colleges of education libraries in Karnataka. A co-operative acquisition project can immensely help in the collection building process of these libraries. Some details of such a project are provided below.

BOOKS FOR COLLEGES OF EDUCATION LIBRARIES PROJECT

The purpose of the project is to formulate and implement a co-operative acquisitions program, centralised in nature, to help building the collections of colleges of education libraries in Karnataka. It shall be a three year project.

PREPARATION OF A MASTER WANT LIST

The first stage of the project is the preparation of a master want list. A committee should be formed for developing the master list. It should consist of the following persons: Heads of the Departments of Education of Bangalore, Karnatak, and Mysore universities; Chief librarians of the three universities who also happen to be professors of library science; three principals of colleges of education, three librarians of the colleges of education, three teacher educators from the colleges; a representative from the Association of Teacher Educators in Karnataka and a representative from the Karnataka State Library Association. The Committee should develop a basic list of 10,000 book titles covering various subject areas as follows: Education -2500; Social Sciences excluding education - 4000; Humanities - 1500; Science and Technology - 1000; and Secondary School Textbooks/Childrens Books/ Young Adult Books - 1000.

Emphasis should be on books published in English since 1970. Foreign books should only be included on a very selective basis and should not be more than ten per cent under each category. Five per cent should be reference books. in latest editions with emphasis on sources in Education. Books in print and available for purchase alone should be included. Paperbacks should be excluded. Well known authors should be favored over the unknown. Book selection tools such as the INDIAN NATIONAL BIBLIOGRAPHY, ACCESSION LISTS of American Library Book Procurement Centre, Delhi; British Books IN PRINT and others should be consulted in developing the master want list. They should be reviewed by subject specialists on the various faculties of the universities in the state. Fifty percent of all titles selected in every category making a total of 5000 titles should be important books forming a core collection essential for a college of education library in the judgement of the Committee. Such titles should be coded accordingly. The list should be prepared with in six months. Later, the same committee could continue as an advisory body and oversee the operations of the project. The Director of the project should be the member secretary of the Committee. The Vice Chancellor of Bangalore University should be requested to be the chairman of the Committee.

SELECTION BY COLLEGES OF EDUCATION LIBRARIES

Two copies of the master want list should be sent to each college of education library. The librarian, in consultation with the faculty and students should choose 5000 titles his college likes to get from the list as detailed in Table 3. The library should also indicate the items it likes to have during the first year, second year and third year of the project. Arabic numerals 1, 2, and 3 should be used to indicate this choice.

TABLE 3

Subject Area and Number of Titles for Yearwise Selection

subject	total number	no. 1st year	no. 2d year	no. 3d year
Education	1500	500	500	500
Social Sciences excluding education	1500	400	550	550
Humanities	750	200	275	275
Science & Tec.	750	200	275	275
Secondary School textbooks etc.	500	200	150	150
total	5000	1500	1750	1750

The colleges should be asked to select about 250 extra titles which could be supplied in case their first choices are not available. A deadline should be fixed for turning in the master want list on which the choices of individual libraries is indicated. The second copy of the master list should be retained by the libraries and used to chek items when they begin to arrive from the project center. Failure to meet the deadline should automatically result in substitution of appropriate core collection of 5000 titles. This could be a fail safe mechanism for the successful completion of the project.

THE PROJECT CENTER

Bangalore University Library, located in a spacious building in Bangalore, the capital of the state should be chosen as the project center. A librarian of the university, not below the rank of Deputy Librarian should be appointed as the Director of the project. The university should be requested to lend the services of the librarian on a part time basis. The project staff should consist of three professional librarians, one at MLS level and two at BLS level; two typists with a degree, one accountant and two attenders. They should be given the scales of pay prevailing in the area for corresponding positions. Some additional incentive should be provided considering the temporary nature of the jobs. The project Director should be given an honararium of Rs.500/- per month. Adjustments in the number of staff could be made based on work efficiency standards of the area if necessary. It is the responsibility of the project Director to send master want lists to colleges, set deadlines, prepare a consolidated order list of titles and the number of copies needed and place orders. Individual libraries should not be permitted to select any item not included in the master want list facilitating maximum speed and efficiency in operations.

BOOK ORDERS

The project Director should place orders for books once in two months after the project begins operation. Orders should be placed with reputed firms known for efficiency and speed. International Book House, UBS Publishers' Distributers, Higginbothams whose offices are in Bangalore are such examples. Maximum discount should be negotiated in the light of bulk purchases.

BOOK PROCESSING

The books as and when recieved at the project center should be classified and catalogued according to national standards that prevail at the Bangalore University Library. Each book should have a set of catalog cards, a book card, a book pocket and must be ready for use the moment they reach libraries. This would not only cut costs on the whole but also would avoid delays and benefit patrons greatly. Each college of education library should get 1500 titles first year and 1750 titles during the second and third years. Each library will get 5000 titles in three years after the project comes into operation. During these years the normal acquisition program of these libraries should also function.

COST CONSIDERATIONS

The average cost of a book published in India is about Rs.35/-, the average cost of a foreign book is about Rs.75/-, the average cost of a reference book published in India or abroad is Rs.80/-, and the average cost of a secondary school textbook/children's book/young adult book is about Rs.20/-. Each college of education library in Karnataka will get 5000 books comprising 250 reference books, 475 foreign books, 500 secondary school textbooks/ childrens books/young adult books, and 3775 Indian books covering various subjects. The approximate cost of 5000 books would be Rs.200,000/-. As there are thirty such institutions the total cost would be Rs. six million. Ten per cent of the total budget should be provided for staff salaries, supplies, travel expenses, postal and other expenses. The total estimated cost of the project is 6.6 million rupees. There will be enough leeway to make adjustments owing to unexpected increase in book prices, salary raises or other expenses. The unspent balance if any, should be appropriated to provide more books to the participating libraries on an equitable basis.

The institutions concerned should jointly approach the Ministry of Education, Government of Karnataka and the University Grants Commission of India and request for a one time grant covering the total cost of the project The amount may be released in three instalments annually. The library climate in the nation as a whole is favourable for such ventures. A good proposal and a united effort at pursuading the authorities at the top has every chance of success in securing the required funds.

OUTCOMES

The project could improve the collections of colleges of education libraries in Karnataka and help them to meet the minimum standard set by a research study.[6] Further, it could become a forerunner of a series of such co-operative ventures in the area, the nation and possibly abroad. It will provide a learning experience of co-operative projects and will help develop techniques for overcoming difficulties and may become the vehicle of library innovation.

REFERENCES

1. India, A Reference Annual 1976. New Delhi: Government of India, Ministry of Information and Broadcasting, 1976. p.8

2. Ibid, p.51

3. K. Setty Umapathy, "Standards for Teachers' College Libraries in the State of Karnataka, India". International Library Review, October 1976, p.417

4. Ibid., p.421

5. The average book prices mentioned are based on book acquisition experience at Bangalore University Library while the author was the chief librarian during 1975 with provision made for subsequent increases in prices; and the book prices in U. K. during early during early 1976 as reported in Library Association Record, June 1976, p.288

6. see item 5

APPENDIX A

Colleges of Education and the University to which they are affiliated in the state of Karnataka, India

BANGALORE UNIVERSITY

1. The B. E. S. College of Education
2. The M. E. S. Teachers College
3. The R. V. Teachers College
4. Vijaya Teachers College

KARNATAK UNIVERSITY

5. College of Education, Belgi
6. College of Education, Hanagalhalli
7. Government College of Education, Hegave
8. Government College of Education, Gulbarga
9. Government College of Education, Jamakhandi
10. Kamala Raliga College of Education, Hubli
11. Sri Kottureswar College of Education, Belleary
12. University College of Education, Dharwar

MYSORE UNIVERSITY

13. Government College of Education, Chitradurga
14. Government College of Education, Mangalore
15. Government College of Education, Mysore
16. Karnataka College of Education, Hassan
17. Institute of Education, Mysore
18. Karnataka State Education Federation College of Education, Tumkur
19. M. M. College of Education, Davangere
20. Municipal College of Education
21. Municipal College of Education, Chikballapur
22. National College of Education, Shimoga
23. Ramakrishna Institute of Moral and Spiritual Education, Mysore
24. Regional College of Education, Mysore
25. Saint Ann's College of Education, Mangalore
26. Saint Joseph's Teachers College, Mysore
27. Sharada Vilas Teachers College, Mysore
28. Sreevidya College of Education, Haribar
29. Sree Siddhaganga College of Education, Tumkur
30. Siddartha College of Education, Tumkur